

DRAFT

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23 April 1959

~~DDA Memo, 4 Apr 77~~~~Auth: DDA REG. 77/1763~~

MEMORANDUM FOR THE RECORD By: _____

SUBJECT: [REDACTED] Comments, OTR/LAS

25X1A

1. On 22 April 1959 PPS interviewed [REDACTED]

25X1A9a

DD/P FI Training Officer, (x 3770), concerning her knowledge of DD/P area division relations with the Language and Area School. The substance of the 1 1/2 hour conversation held in her office, 1301 K Building, follows.

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2. [REDACTED] began by stating she had talked with DTR and felt

that the criticisms he had received concerning the OTR language training were exaggerated. In the first place, the area of differences of opinion between LAS and the DD/P area divisions is a two-way street. On the one hand, LAS sometimes cannot get the trainees from the divisions; on the other, the divisions sometimes contend LAS can't or won't give the language instruction the area division needs to fill their special needs. [REDACTED] gave some examples of the over-all relationship which are presented below.

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(a) Spanish. WH Division frequently will not free say six employees from their jobs to make up a Spanish language class.

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25X1A9a

NOTE: [REDACTED]

25X1A6a

was asked about the language qualifications of officer employees recently arrived PCS from headquarters at his station. [REDACTED] stated neither of the last two officers he had received have a satisfactory working knowledge of Spanish. He added that the demands of their jobs are such that they will have difficulty learning this language in the field.

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[REDACTED] also pointed out that the problem of getting students for full-time language training is compounded by the Voluntary Language Training Program. In short, there are only a few languages where the DD/P provides enough regular students to organize language courses on a regular basis. The languages where this has been done are French, German, Greek, and Turkish (thanks to [REDACTED] and Chinese under the [REDACTED] program. As for other languages:

25X1A9a

25X1A2g

(a) Japanese: Enrollment goes up and down and rarely finishes as a class.

(b) Russian: There has been some problem between SR Division and IAS in the past concerning content, standards, and methods of teaching, but [REDACTED] believes these difficulties are now reconciled. However, there is some current criticism that the Russian familiarization course doesn't give sufficient

25X1A9a

skill and as a result students are withdrawing from these classes.

(c) German: During the past four or five months, various

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criticisms have been made by [REDACTED] Chief of the [REDACTED]

25X1A8a

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[REDACTED] EE Training Officer. In essence,

they feel that the language and area management and administration

of German language training leaves something to be desired. At

times the EE demands for German language training have exceeded

the OTR instructional capabilities. [REDACTED] cited the case of a

25X1A9a

memorandum from EE to Chief, LAS, requesting German training.

She found this procedure unusual and did not believe it was

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necessary. She was told [REDACTED] had insisted on the written

memorandum when procedurally all that is required was for [REDACTED]

25X1A9a

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to [REDACTED] and then submit the usual training request. [REDACTED]

felt [REDACTED] as being bureaucratic and went to see [REDACTED]

25X1A9a

and worked the problem out with him. According to [REDACTED]

[REDACTED] always cuts through the red tape and gives wonderful

25X1A9a

service to the area divisions. [REDACTED] says that [REDACTED]

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and [REDACTED] are reluctant to talk to OTR/PPS representatives

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concerning their differences with LAS if PPS has not advised

[REDACTED] of what is going on. [REDACTED] was quite blunt

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in her opinions of [REDACTED] She says he is "dragging his feet and

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hour conversation in which we went into extensive detail criticism but does not want to repeat to PPS unless tell him that Two years ago for this project has to be finished and already been told the should have to go over same ground

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is lacking in supervisory and administrative talent." [REDACTED] seems 25X1A9a
to have a personal grievance here concerning her wish to take some
language tapes home for study last fall. At that time, she called
the language lab technician and was asked why she needed the
tapes, was she going overseas, and finally claims she was told
by the technician "We can't be bothered with individual requests
of this nature." [REDACTED] took her problem to [REDACTED]. According 25X1A9a
to [REDACTED] said he was busy and told her to write a
memorandum. Finally, [REDACTED] wanted to copy the language 25X1A9a
tapes in question and had unpleasanties with the language lab
technician. I don't recall whether she told me if she ever got the
tapes or not.

3. [REDACTED] had a number of other miscellaneous incidents and
suggestions to make.

(a) She did say that Romance language instruction had been
somewhat handicapped by the absence of [REDACTED] I ventured 25X1A9a
the comment that [REDACTED] was a good teacher, having taken
Italian from him in 1953. [REDACTED] disagreed. She had taken
French and didn't think much of him.

25X1A2g

(b) Project [REDACTED] involves a JOT training in [REDACTED]

25X1A6a

(his health did not permit him to stay in Washington). It is contemplated he will be assigned to a nonofficial cover position in Africa. According to [REDACTED], there was some duplication of requests for funding the language training for this officer, some funds to be provided by OTR, other funds to be provided by the project. In at least one instance, it involved two \$500 allocations for the same three months language training period.

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(c) [REDACTED] is aware of a senior official now studying

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Arabic [REDACTED] Payment is to be made out of project

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funds. [REDACTED] doesn't know if this officer has taken a language aptitude test or if his training has been in any way coordinated with OTR.

(d) She told a long story about [REDACTED]'s wife

25X1A9a

wanting tutorial language instruction at home. It seems the wife was too busy to attend Agency language courses, although

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[REDACTED] says she later found out the girl was selling real estate.

The request for the wife's language training by tutor at home was

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referred through [REDACTED] to [REDACTED] approved

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the training subject to the Division's having exhausted OTR's

capabilities to train [REDACTED] called

25X1A9a

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25X1A9a [REDACTED] and asked the leading question, "You have exhausted
OTR capabilities, haven't you?" [REDACTED] said no and refused to 25X1A9a
25X1A9a approve this transaction. [REDACTED] doesn't know if [REDACTED] 25X1A9a
ever received any language training or not.

25X1A9a (e) [REDACTED] is an enthusiastic booster of the Voluntary
Language Training Program. She feels the instructors should
be paid by OTR rather than by the area divisions for overtime.

25X1A9a [REDACTED] also believes a three or four day seminar in teaching
methods during the working week (possibly away from Washington)
would improve the instruction and be a fitting reward for the
volunteer teachers.

25X1A9a (f) Some of the area division branch chiefs think the
Qualifications Review Panel is a waste of time. According
to [REDACTED] they feel the decisions are made ahead of time and
even if it is negative, the area division will give the individual
language training anyway if it wants to. In this connection,

25X1A9a [REDACTED] says EE Division is fussing hardest, with WH and SR
complaining a little bit.

25X1A9a (g) [REDACTED] feels that some OTR procedures are a bit
cumbersome and strained. For example, she asked why
couldn't anyone go into the lab and listen to tapes after being
checked out on the machine by the lab technician. PPS pointed
out several reasons why some control here might be desirable.

25X1A9a

4. [REDACTED] feels the real problem now would favor OTR in that DD/P is not putting enough people into the language program. [REDACTED] also 25X1A9a volunteered her opinion that the Agency is overstaffed in the wrong places and a lot of people are trying to hang on to their jobs by creating work to make them appear important.

25X1A9a

5. [REDACTED] had an additional complaint concerning the clerical training school and Registrar. The PPS representative entered [REDACTED] 25X1A9a office at 1:30 p.m. After the conversation was going good around 2:30,

25X1A9a

[REDACTED] volunteered the information that two hours ago she had been the maddest she had ever been in CIA. It seems she had spent twenty or more minutes of the noon hour trying to arrange clerical testing for a

25X1A9a

[REDACTED] FI/RQM. RQM had called [REDACTED] 25X1A9a had called extension 2100, the Clerical Training School and talked to someone she couldn't identify. (The next day through [REDACTED] PPS 25X1A9a identified this individual as [REDACTED] who, according to the 25X1A9a grapevine, had been given a hard time by [REDACTED] the preceding day.) 25X1A9a

25X1A9a

[REDACTED] said that the girl that she talked to did not know how to answer the phone and had told her that clerical training did not arrange testing, but this was done by the Registrar and suggested that [REDACTED] call there. 25X1A9a

25X1A9a

[REDACTED] called Registrar and the girl she talked to there also didn't know enough about our procedures. As a result, [REDACTED] still didn't 25X1A9a

25X1A9a

know if [REDACTED] would or would not be tested on Thursday, the
twenty-third. PPS took this matter up with [REDACTED]. It seems there 25X1A9a

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had been some delay in the forwarding of the testing request to the
clerical school. However, [REDACTED] did receive her typing
test the morning of the twenty-third and was to receive her stenographic
test that same afternoon. PPS called [REDACTED] and advised 25X1A9a

25X1A9a

her of the status of the [REDACTED] case about 12 noon on the twenty-
third. This seemed to make [REDACTED] feel better about the case. 25X1A9a

6. Attached is a chart drawn up by [REDACTED] of external 25X1A9a
language training known to her to have been conducted since January
1959.

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